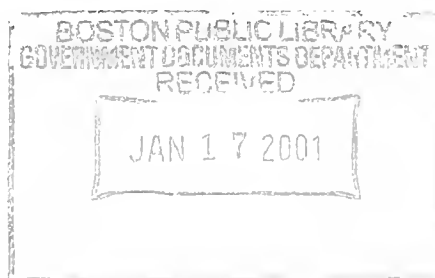


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Massachusetts Comprehensive Assessment System

Results: May, 2000

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Boston Public Schools

Office of Research, Assessment and Evaluation

Massachusetts Comprehensive Assessment System

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Boston Public Schools

Office of Research, Assessment and Evaluation

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EXECUTIVE SUMMARY

Background

The Massachusetts Comprehensive Assessment System (MCAS) tests are one component of the Massachusetts Educational Reform Act of 1993. Passing the MCAS will be required for graduation beginning with the class of 2003. In its first, baseline administration, the MCAS tests were taken by 4th, 8th and 10th grade students statewide in May 1998, with scores reported for English Language Arts, Mathematics, and Science & Technology. Students' scores are reported as one of four Performance Levels: Failing, Needs Improvement, Proficient, or Advanced. Virtually all students were required to be tested.

Findings

- There were significant improvements in performance of Boston Public Schools students from 1998 to 2000. This three-year interval is the period that the state uses for district and school accountability purposes.
- Improvements were seen as significant increases in average performance (scaled-scores), decreases in the number of students in the lowest performance level (Failing) and increases in the highest Performance Levels (Proficient and Advanced).
- Improvements were seen across all grades and subject areas (during this interval from 1998 to 2000).
- There were no declines in performance at any grade or for any subject between 1998 and 2000.
- Compared with the State, BPS improved at a faster rate. However, given that BPS' average performance is predominantly low, much improvement yet remains to be achieved.
- Changes between 1999 and 2000 were somewhat mixed, with slightly more students Failing the English Language Arts test at 4th and 10th grades and more students Failing the Mathematics test in 4th and 8th grades. There were improvements between 1999 and 2000 in students scoring at the Proficient and Advanced levels in most subjects except Mathematics at 4th and 8th grades.

Conclusions and Next Steps

- Clearly, the MCAS data suggest that the efforts expended over the past two years to improve student performance have yielded significant results and the progress has been encouraging. At the same time there is much work to be done before Boston's students will be ready to meet the MCAS requirements for graduation requirements.
- There is clearly a need for continued vigorous ongoing professional development on implementing the Citywide Learning Standards.
- Extra support, in the form of the Transition Program with its after school and summer components as well as improved daily teaching and learning, is especially needed for students who are likely to be at risk of failing the MCAS. This is especially true for those in the class of 2003 who will be in danger of failing to graduate.

- New ways to communicate with parents must be found so that THEY clearly understand the importance of students' daily school attendance, participation in after school and summer programs, regular completion of homework and how they can support their children's learning process effectively.

INTRODUCTION

The Massachusetts Comprehensive Assessment System (MCAS) was developed as part of the Massachusetts Educational Reform Act of 1993. It was designed to measure how well students, schools and districts are performing on the state's learning standards that are contained in the Massachusetts *Curriculum Frameworks*. Because Boston's own *Citywide Learning Standards* are correlated with the state's *Curriculum Frameworks*, the MCAS helps educators, parents, students and the wider community know how well BPS students are doing with respect to Boston's own standards. The MCAS was first administered in May 1998 in grades 4, 8, and 10. The April/May 2000 testing of 4th, 8th and 10th grade students represents the third time that scores have been reported. Scores have been provided for English Language Arts, Mathematics, and Science & Technology. Scores for History and Social Science were reported for Grade 8.

This report is organized around a number of key questions:

- What is the MCAS and why is it being administered?
- How have Boston Public Schools prepared for the MCAS?
- What are the MCAS tests like?
- How is student performance on the MCAS scored and reported?
- Who participated in the MCAS testing?
- How well did students overall perform on the MCAS compared with 1998?
- How did students in Regular Education, Students with Disabilities, and Limited English Proficient students perform on the MCAS?
- What additional data were provided in the state's report?

Data for each of the Boston Public Schools individually are included in the Appendix¹.

¹ Although separate school reports were not generated for two schools that tested fewer than 10 students, data for their students were included in the systemwide data. Health Careers Academy and Evening Academy are Horace Mann Charter Schools and considered as a separate school district by the State.

WHAT IS THE MCAS AND WHY IS IT BEING ADMINISTERED?

- The Massachusetts Comprehensive Assessment System is a series of standardized tests that are an outgrowth of 1993 Education Reform Act.
- The test was designed to assess student performance with respect to the Massachusetts Curriculum Frameworks. Since the BPS Citywide Learning Standards (CLS) are similar to the state frameworks, the tests are expected to be closely aligned with Boston's CLS.
- The MCAS originally was developed jointly by the Massachusetts Department of Education, committees of educators from Massachusetts, and the initial vendor, Advanced Systems. In the process of test development there was also input from a Bias Review Committee and a Technical Advisory Committee. Currently the MCAS vendor is Harcourt-Brace Educational Measurement.
- The MCAS is a criterion-referenced standardized test in which students' performance is compared to standards, not a norm-referenced test in which students are compared to other students' performance.
- The tests are mandated to be administered to all students in grades 4, 8 and 10 statewide, in all publicly funded schools, including BPS Pilot Schools and statewide charter schools.
- The MCAS was intended by its framers to measure the performance of students, schools and districts with respect to statewide standards, and thus to be used for accountability purposes. It was also intended to improve classroom instruction both by giving detailed feedback about student performance and by providing models of effective assessment methods.
- The MCAS will be tied to graduation for the class of 2003 (the current 10th grade). Students will be required to achieve the Needs Improvement performance level in English Language Arts and Mathematics to graduate.

HOW HAVE BOSTON PUBLIC SCHOOLS PREPARED FOR THE MCAS?

- The Transition Program, a 15-month program with supplemental services for low performing students began in the Summer of 1999. This initiative evolved out of the BPS Promotion Policy but it is designed to provide a wide range of instructional supports for students who are at risk of failing. This initiative includes both extended school days and summer school with small class size.
- Curriculum and instructional preparation activities have included the development and implementation over the past several years of the Citywide Learning Standards, training for Standards Facilitators at each school, and requirements for students to answer Key Questions and complete Products.
- Systemwide changes in academic assessment have included the systemwide adoption of the Stanford 9 multiple-choice test and administration of the Stanford 9 open-ended test in second grade.
- There have been a number of systemwide workshops for teachers and administrators specifically targeting preparation for the MCAS, over and above the workshops provided by the state.
- There has been continual emphasis in using the MCAS results to improve instruction.
- There is a new information-base for school administrators to access assessment information for use at the school level. This system is the Local Intranet Zone for Administrators (LIZA).
- There have been informational workshops for parents.
- There have been a large number of cluster and school-based workshops on connecting assessment and learning. Since 1997 there have been workshops on this topic designed for principals and headmasters each year.
- School-based coaches, funded through the Boston Plan for Excellence and the Boston Annenberg Challenge, have worked closely with classroom teachers at all levels to focus on assessment and instruction. As part of the systemwide Whole School Change initiative, the work of the four Cohorts has been focused on developing and implementing sound instructional practices so that students will acquire the skills identified in the State Curriculum Frameworks.
- Finally, there have been several newsletters and other documents designed to inform teachers, parents, and the wider community about the MCAS and related topics.

WHAT ARE THE MCAS TESTS LIKE?

- In this third year the content areas included English Language Arts, Mathematics, Science & Technology, and History and Social Science (grade 8). Pilot testing was done at other grades in anticipation of the reconfiguration of MCAS testing at the elementary and early middle school levels.
- The test is designed to be untimed, with testing in 45-minute time periods. The expected testing times for each test ranged from two to seven hours.
- There is a mixture of question formats. Multiple choice and open response items (one to two paragraphs, a graph or a chart, as appropriate) are found on all tests. Short answer items appeared on the Mathematics test only. Finally, the English Language Arts test included writing prompts for long and short compositions.
- The tests were designed to be rigorous. They were also intended to be cumulative of the learning standards up to the grade of testing. For example, the grade 4 tests might well have contained items related to third grade learning standards from the Curriculum Frameworks.
- Eighty percent of the items on each test for each grade were "common items" seen by all students in a given test. These and only these are the basis of all official summary scores. These questions will be released by the state each year after testing is complete. For the May 2000 testing they are already on the Internet at the Massachusetts Department of Education web site and they have been distributed to the schools including a version in Spanish.
- The other 20% of the items are "matrix sampled". They are spread across 12 different versions of each test at each level. These items can be used for equating tests across years (thus allowing for comparisons over time) and for broadening the range of coverage. These items are used along with the common items at the school and district levels to provide subject area subscores.

HOW IS STUDENT PERFORMANCE ON THE MCAS SCORED AND REPORTED?

Scoring

- Multiple choice items were all scored 0 or 1 and were scanned and scored electronically.
- All others items were read and scored by trained staff, many of whom were teachers. Short-answer items on the Mathematics test were scored 0 or 1. Open-response items were scored on a 0 to 4 scale, according to rubrics developed by the Assessment Development Committees and a selection of "benchmark" responses (samples of student work representing each of the score points for each question). Compositions on the English Language Arts test were rated on a scale of 0 - 20.

Reporting

- Summary scores are reported as Performance Levels, defined with respect to the State's Curriculum Frameworks. These are defined as follows:

General MCAS Performance Level Descriptions	
Performance Level	Description
Advanced	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
Proficient	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
Needs Improvement	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
Failing	Students at this level demonstrate a minimal understanding of subject matter and do not solve even simple problems.

- These standards were set during August 1998 by a group of over 200 people sitting on 12 different panels (English Language Arts: Reading; English Language Arts: Writing; Mathematics; and Science & Technology, one at each of the three grade levels). Most of the panelists were educators, but approximately 20% came from other fields.
- Students' standings on these Performance Levels are the major scores reported and compared across schools and districts. Scores are reported for each test separately; there is no overall score.²

² It should be noted that percentages may not total exactly 100 because of rounding; also, if very small number of students achieve a given Performance Level, the percentage is rounded down to zero on the state's reports. In the tables that follow in the main body of this report, true zero percentages will be distinguished from those that are less than 0.5% but not zero by showing them as '<1%'.

- Test performance is also reported as scaled scores ranging from 200 to 280. They provide information concerning students' relative standing within a Performance Level. The table below shows the relationship between Performance Levels and scaled scores on all tests at all grade levels.

MCAS Scaled Score Intervals	
Performance Level	Scaled Score Interval
Advanced	260 to 280
Proficient	240 to 259
Needs Improvement	220 to 239
Failing	200 to 219

- Where scaled score data are reported for schools or districts, these represent the average of students' scores. Data on scaled scores are provided in the Appendix B. They are not discussed in the main body of this report. In the future, scaled scores will be useful for comparing scores over time and across different tests.

Classification of Students

- It should be noted that scores for students not tested but who were required to be tested were reported as Failing and assigned a scaled score of 200.
- If a student was classified both as a Student with Disabilities and as Limited English Proficient (see definitions below), he or she was included in the data for Students with Disabilities and not double-counted.

WHICH STUDENTS WERE REQUIRED TO PARTICIPATE IN THE MCAS?

The MCAS is distinctive at least in part because of the requirement that virtually all students statewide be tested.

Students with Disabilities

- Students with Disabilities were defined as those who either had an Individualized Education Plan (IEP) or received instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.
- Students with Disabilities were expected to take the test in accordance with the Massachusetts Education Reform Act and a 1997 amendment to the federal Individuals with Disabilities Education Act (IDEA). Testing accommodations were permitted if specified in the student's Individualized Education Plan (IEP). An alternative assessment was supposed to be developed if a student could not take the MCAS, even with accommodations.
- The state's detailed list of approved accommodations included modifications to the timing and scheduling of the test, the setting of the test, how the items were presented to the student, and how the student provided the answers. The actual test content could not be modified.

Limited English Proficient Students

- The state defined Limited English Proficient Students as those who as of the date of testing were enrolled in a Transitional Bilingual Educational Program or received English as a Second Language support. They could also be defined as students unable to perform ordinary classroom work in English either because they were born outside the U.S. and their native language was not English or because they were born in the U.S. but had non-English speaking parents.
- Limited English Proficient (LEP) students were also expected to be tested. They were required to participate in the English version of all tests if either they had been enrolled in school in the United States for more than three years or they were enrolled in a Transitional Bilingual Education Program (or received English as a Second Language support) and were recommended for regular education classes for the next school year.
- Spanish language versions of all tests except the English Language Arts were developed. Spanish speaking students who had reading and writing skills appropriate to their grade level but did not have adequate English language skills were eligible to take the MCAS Mathematics and Science & Technology tests in Spanish if they had completed three or fewer years of school in the U.S. and they had not been recommended for regular education classes for the following year.
- Limited English Proficient students from other language groups who did not meet the criteria for testing (e.g., had been in the U.S. for less than three years) were not required to be tested.

WHO PARTICIPATED IN THE SPRING 2000 MCAS TESTING?

Students not tested (absent) when they should have been were scored as Failing and given the lowest scaled score (200).

- <1% of 4th graders (across subjects) were absent
- 2% of 8th graders (across subjects) were absent
- 6% - 9% of 10th graders (across subjects) were absent

The table below further breaks down the percentages of students based on the total population who were not tested due to absence (receiving a score of 200 by default) by grade and student status.

**Percentages of Students Absent (But Included in Scores)
From MCAS Testing Spring 2000 by Grade, Subject and Program**

	4 th Grade			8 th Grade				10 th Grade		
	ELA	Math	Science & Tech.	ELA	Math	Science & Tech.	History & Social Science	ELA	Math	Science & Tech.
Regular Education Students	<1%	<1%	<1%	1%	1%	2%	2%	6%	7%	10%
Students with Disabilities	1%	<1%	1%	4%	5%	6%	6%	11%	10%	14%
Limited English Proficient Students	<1%	<1%	<1%	1%	0%	0%	<1%	1%	2%	2%
Total	<1%	<1%	<1%	2%	2%	2%	2%	6%	6%	9%

- In Grade 4, very low numbers of students were not tested due to absence. This was true for both BPS and the state.
- In Grade 8, 1 to 2% (depending on test subject) of BPS Regular Education students, 4 to 6% of the Students with Disabilities and <1% of Limited English Proficient students were not tested due to absence. The comparable percentages for the state were about 1%, 2% and 1% for each group respectively.
- In Grade 10, among BPS students, 6 to 10% of Regular Education, 10 to 14% of Students with Disabilities, and 1 to 2% of Limited English Proficient students were not tested due to absence. The comparable percentages for the state were about 2%, 4%, and 2%, respectively.
- Overall, since students who were absent are scored as Failing, Boston's scores were somewhat adversely affected by absent students for Grades 8 and 10 but not for Grade 4.
- At Grade 8 there were slightly lower percentages of Students with Disabilities and Limited English Proficient students who were absent for the MCAS in 2000 as compared to 1999.

HOW WELL DID STUDENTS PERFORM ON THE MCAS?

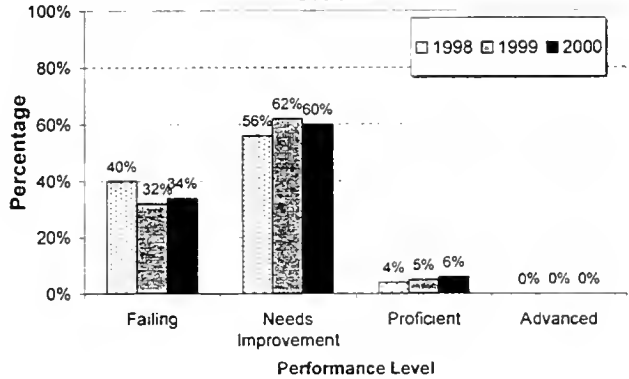
With three years of data now available, it is instructive to compare the trend during this three-year period from 1998 to 2000. The graphs below show the performance at grades 4, 8, and 10 in English Language Arts, Mathematics, and Science and Technology for 1998, 1999 and 2000 for Performance Levels. The table following the graphs presents Scaled Score averages. Statewide data are in Appendix C.

Performance Levels

Grade 4

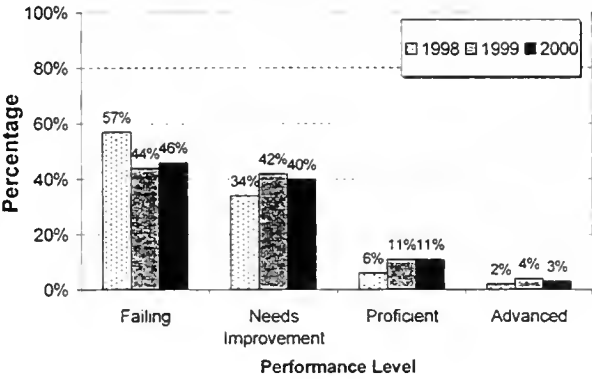
English Language Arts

Grade 4



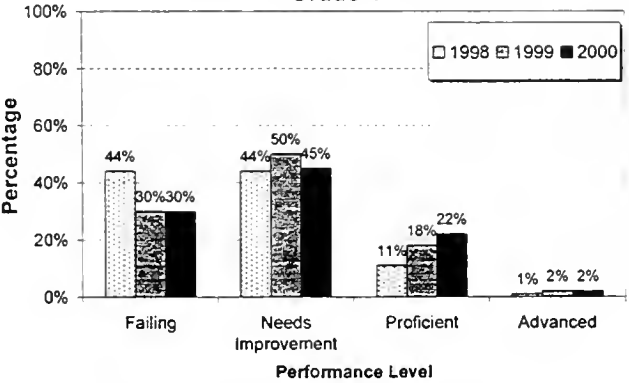
Mathematics

Grade 4



Science & Technology

Grade 4

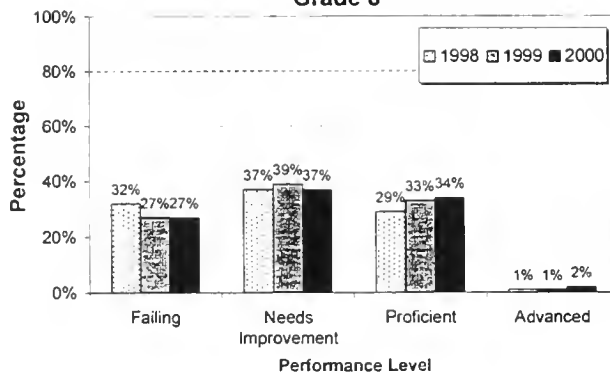


- In Grade 4, Boston's students have made significant improvements in all three subjects since 1998
- Improvements since 1998 are observed as both decreases in percentages of students Failing and increases in the percentages of students scoring Proficient or Advanced.
- There has been improvement between 1999 and 2000 in the percentage of students scoring at the Proficient and Advanced levels in English Language Arts and Science and Technology, 1 and 4 points.
- Between 1999 and 2000 there were small increases (two percentage points) in the students Failing English Language Arts and Mathematics. The percentage of students Failing Science and Technology remained the same..

Grade 8

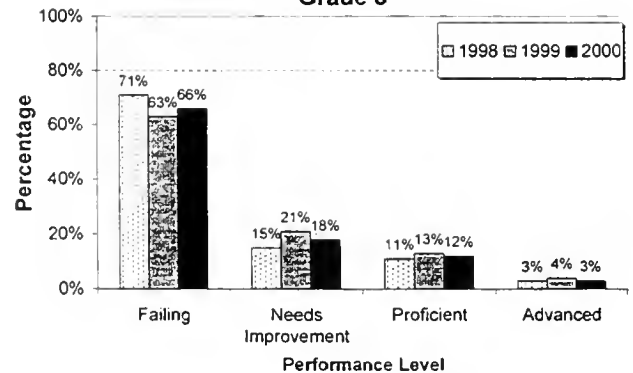
English Language Arts

Grade 8



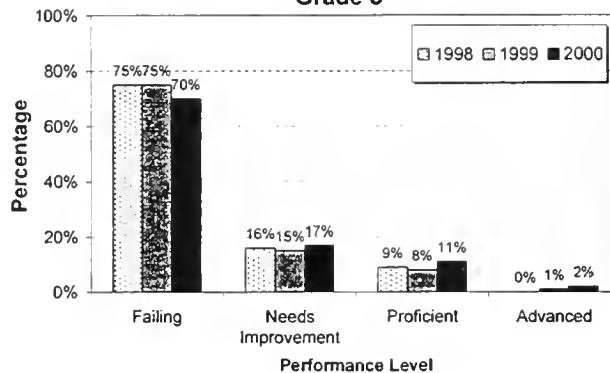
Mathematics

Grade 8



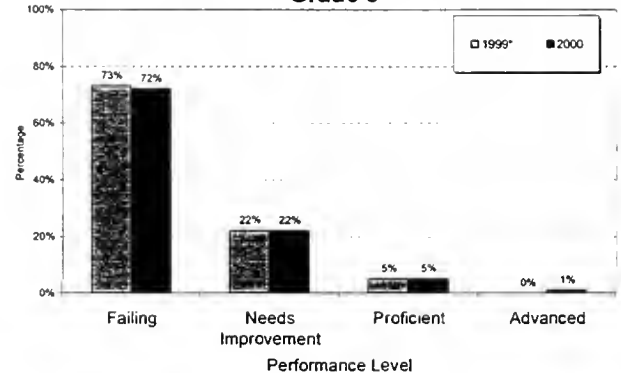
Science & Technology

Grade 8



History & Social Science

Grade 8

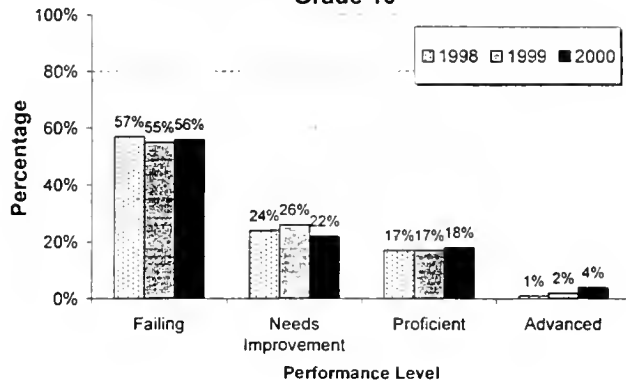


- In Grade 8, Boston's students made significant improvements in the three subject areas administered since the MCAS was first given in 1998. (The History and Social Science test was first given in 1999.)
- In English Language Arts, Mathematics, and Science and Technology improvements from 1998 to 2000 were seen generally as both decreases in percentages of students Failing and increases in the percentages of students scoring Proficient or Advanced.
- Decreases in percentages scoring in Level 1 between 1998 and 2000 were 5 percentage points in each area, i.e., ELA, Mathematics, and Science & Technology.
- Between 1998 and 2000 the percentage of students scoring in Proficient and Advanced Levels combined increased from 30 to 36 % in English Language Arts, from 14 to 15% in Mathematics, and from 9 to 13% in Science and Technology. There was a 1-percentage point increase for History and Social Science in the percentage of students scoring Proficient and Advanced between 1999 and 2000.
- Changes between 1999 and 2000 were somewhat mixed. There was a small improvement in the percentage of students scoring Proficient and Advanced in English Language Arts, Science and Technology and History and Social Science 2%, 4% and 1% respectively. There was a 3 percentage point increase in the percent of students Failing Mathematics but a five percentage point decrease in Science and Technology. There was no change in the percentage of students Failing English Language Arts.

Grade 10

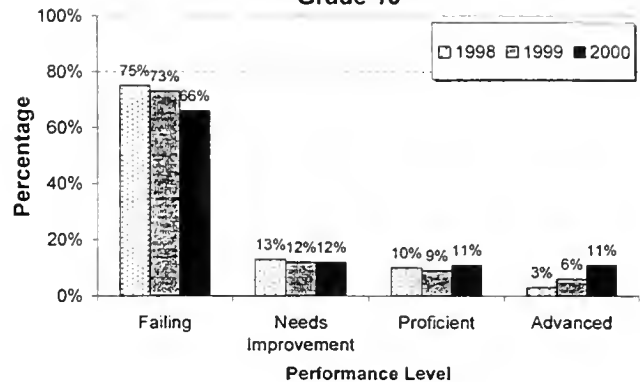
English Language Arts

Grade 10



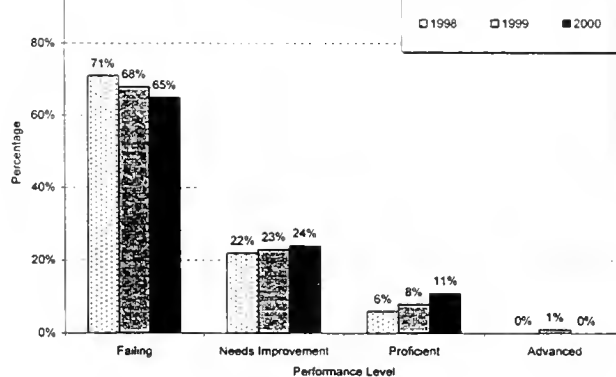
Mathematics

Grade 10



Science & Technology

Grade 10



- In Grade 10, Boston's students made improvements in all three subjects since the MCAS was first given in 1998. The strongest improvements have been in Mathematics where the percentage of students Failing has decreased by 9 percentage points and the percentage of students scoring at Proficient and Advanced levels increased by 9 percentage points.
- Improvements from 1998 to 2000 in English Language Arts have been modest with only a one percentage point decrease in the percentage of students Failing. However, there has been a four percentage point increase in students scoring in the Proficient and Advanced levels during this interval.
- There has been a consistent improvement in Science and Technology during the past three years, with a 6 percentage point decrease in the percentage of students Failing.
- Between 1999 and 2000 there have been improvements in Mathematics and Science and Technology with fewer students Failing and more students scoring at the Proficient and Advanced levels. In English Language Arts there was a three percentage point increase in students scoring at the Proficient and Advanced levels and a one percentage point increase in the percentage of students Failing.

Scaled Scores BPS and Statewide

The table below presents changes in Scaled Score averages from 1998, 1999, and 2000 in grades 4, 8, and 10 for all subject areas. The shaded column presents the average improvement. While year to year changes are important to note, the state's accountability system utilizes a three-year cycle, i.e., three data points, for calculating school and district progress.

BPS Average Scaled Score Changes: 1998 to 2000

Subject	Grade 4				Grade 8				Grade 10			
	'98	'99	'00	'98 to '00 diff.	'98	'99	'00	'98 to '00 diff.	'98	'99	'00	'98 to '00 diff.
ELA	222	224	224	+2	228	230	231	+3	218	219	220	+2
Math	219	223	223	+4	214	217	216	+2	211	213	218	+7
Science & Tech.	223	226	228	+5	211	211	214	+3	213	214	215	+2
History & Social Sci.	-	-	-	-	-	213	213	-	-	-	-	-

- During the period from 1998 to 2000 scales scores improved in each grade and subject area. The improvements ranged from two to seven scaled score points.
- The average scaled score as of Spring 2000 is in the Needs Improvement range for each subject area in 4th Grade.
- In the 8th Grade, the average scaled score as of Spring 2000 is in the Needs Improvement range for English Language Arts but it is in the Failing range for the other three subject areas.
- In the 10th grade, the average scaled score as of Spring 2000 has reached the Needs Improvement range for English Language Arts but it is still in the Failing range for Mathematics and Science and Technology.

Statewide Average Scaled Score Changes: 1998 to 2000

Subject	Grade 4				Grade 8				Grade 10			
	'98	'99	'00	'98 to '00 diff.	'98	'99	'00	'98 to '00 diff.	'98	'99	'00	'98 to '00 diff.
ELA	230	231	231	+1	237	238	240	+3	230	229	229	-1
Math	234	235	235	+1	227	226	228	+1	222	222	228	+6
Science & Tech.	238	240	241	+3	225	224	228	+3	225	226	226	+1
History & Social Sci.	-	-	-	-	-	221	221	-	-	-	-	-

- Compared with the State, BPS made greater gains in all subject areas in 4th and 10th grades between 1998 and 2000. Gains at the 8th grade were the same in English Language Arts and Science and Technology and slightly larger for BPS in Mathematics.
- Statewide at the 4th Grade there were a one scaled-score point gain in English Language Arts and Mathematics, and a three scaled-score point gain in Science and Technology between 1998 and 2000.
- Statewide at the 8th Grade there was a three scaled-point gain in English Language Arts and Science and Technology and a one scaled-score point gain in Mathematics between 1998 and 2000.
- Statewide at the 10th Grade there was a one point decline in English Language Arts, a six scaled-score point gain in Mathematics, and a one scaled-score gain Science and Technology between 1998 and 2000.

HOW DID STUDENTS IN REGULAR EDUCATION, STUDENTS WITH DISABILITIES, AND LIMITED ENGLISH PROFICIENT STUDENTS PERFORM ON THE MCAS?

Regular Education Students

		Failing	Needs Improvement	Proficient	Advanced	Number Tested
GRADE 4						
English Language Arts	2000	25%	67%	7%	<1%	3,450
	1999	21%	71%	7%	<1%	3,039
	1998	29%	66%	5%	<1%	3,120
Mathematics	2000	39%	44%	14%	4%	3,511
	1999	37%	46%	13%	4%	3,684
	1998	49%	40%	8%	3%	3,212
Science/Technology	2000	23%	47%	27%	3%	3,507
	1999	23%	54%	22%	2%	3,678
	1998	34%	50%	14%	1%	3,212
GRADE 8						
English Language Arts	2000	17%	39%	42%	3%	3,052
	1999	17%	41%	42%	1%	2,940
	1998	23%	40%	36%	1%	3,039
Mathematics	2000	59%	22%	15%	5%	3,122
	1999	56%	24%	15%	4%	3,427
	1998	65%	18%	13%	4%	3,095
Science/Technology	2000	64%	20%	14%	2%	3,117
	1999	71%	18%	10%	1%	3,416
	1998	69%	20%	11%	<1%	3,095
History/Social Science	2000	66%	27%	7%	1%	3,119
	1999	69%	25%	6%	<1%	3,442
	1998	-	-	-	-	-
GRADE 10						
English Language Arts	2000	51%	24%	21%	5%	2,672
	1999	49%	28%	20%	2%	2,537
	1998	51%	26%	21%	2%	2,585
Mathematics	2000	62%	12%	12%	13%	2,748
	1999	69%	14%	10%	7%	3,020
	1998	71%	14%	11%	3%	2,665
Science/Technology	2000	61%	26%	13%	1%	2,746
	1999	64%	25%	9%	1%	3,011
	1998	66%	26%	8%	<1%	2,665

- At all grades and subject areas, except 10th grade ELA, regular education students had smaller percentages of students in the Failing category in May, 2000 compared to the base year, 1998. There was no change in the percentage of ELA students in the Failing category at 10th grade.
- At all grades and subject areas, regular education students had more students in the Proficient and Advanced categories in May, 2000 compared to the base year, 1998.
- Performance changes between 1999 and 2000 show both declines and improvements.

Students with Disabilities

		Failing	Needs Improvement	Proficient	Advanced	Number Tested
GRADE 4						
English Language Arts	2000	73%	27%	<1%	0%	786
	1999	65%	34%	<1%	0%	980
	1998	78%	22%	0%	0%	837
Mathematics	2000	77%	20%	3%	<1%	812
	1999	73%	24%	3%	1%	850
	1998	82%	16%	1%	<1%	899
Science/Technology	2000	58%	35%	7%	<1%	817
	1999	58%	34%	7%	<1%	860
	1998	73%	24%	2%	<1%	897
GRADE 8						
English Language Arts	2000	69%	28%	3%	0%	686
	1999	65%	29%	6%	0%	813
	1998	75%	23%	2%	0%	674
Mathematics	2000	96%	3%	1%	0%	702
	1999	92%	6%	1%	<1%	698
	1998	98%	1%	1%	0%	693
Science/Technology	2000	95%	4%	1%	0%	712
	1999	96%	3%	1%	0%	638
	1998	98%	2%	<1%	0%	693
History/Social Science	2000	96%	4%	<1%	0%	707
	1999	96%	4%	<1%	0%	591
	1998	-	-	-	-	-
GRADE 10						
English Language Arts	2000	92%	5%	3%	0%	356
	1999	87%	8%	4%	<1%	426
	1998	95%	4%	1%	0%	367
Mathematics	2000	96%	3%	1%	1%	387
	1999	97%	1%	1%	<1%	343
	1998	99%	1%	<1%	0%	403
Science/Technology	2000	94%	4%	1%	0%	381
	1999	96%	3%	<1%	<1%	326
	1998	98%	2%	<1%	0%	403

- At all grades and subject areas, students with disabilities had fewer students in the Failing category in May, 2000 compared to the base year, 1998.
- Students with disabilities generally had slightly more students in the Proficient and Advanced categories in May, 2000 compared to the base year, 1998 except for Mathematics, which stayed the same.
- Performance changes between 1999 and 2000 show both declines and improvements.

Limited English Proficient Students

		Failing	Needs Improvement	Proficient	Advanced	Number Tested
GRADE 4						
English Language Arts	2000	34%	62%	4%	0%	561
	1999	34%	62%	5%	<1%	639
	1998	43%	55%	2%	0%	479
Mathematics	2000	45%	42%	10%	3%	677
	1999	54%	36%	8%	1%	289
	1998	62%	31%	6%	2%	581
Science/Technology	2000	36%	48%	15%	2%	672
	1999	47%	47%	6%	0%	272
	1998	51%	38%	11%	<1%	582
GRADE 8						
English Language Arts	2000	38%	39%	22%	<1%	223
	1999	30%	48%	22%	0%	257
	1998	34%	47%	19%	0%	257
Mathematics	2000	71%	20%	9%	<1%	330
	1999	84%	8%	6%	2%	132
	1998	70%	20%	9%	1%	313
Science/Technology	2000	80%	15%	5%	0%	330
	1999	89%	8%	2%	0%	166
	1998	83%	15%	3%	0%	313
History/Social Science	2000	82%	17%	1%	0%	326
	1999	94%	6%	0%	0%	125
	1998	-	-	-	-	-
GRADE 10						
English Language Arts	2000	68%	26%	6%	1%	174
	1999	55%	33%	12%	0%	245
	1998	63%	30%	7%	<1%	317
Mathematics	2000	63%	23%	9%	5%	288
	1999	99%	1%	0%	0%	173
	1998	78%	14%	7%	1%	394
Science/Technology	2000	69%	29%	2%	0%	288
	1999	88%	11%	1%	0%	156
	1998	78%	21%	1%	0%	395

- At the 4th grade level the percentage of students scoring in the Failing category improved at each subject tested between 1998 and 2000.
- The percentage of Limited English Proficient students scoring in the Failing category increased at the 8th and 10th grade levels in English Language arts between 1998 and 2000.
- Performance changes between 1999 and 2000 show both declines and improvements.

CONCLUSIONS AND NEXT STEPS

Conclusions

- There were significant improvements in performance of Boston Public Schools students from 1998 to 2000. This three-year interval is the period that the state uses for district and school accountability purposes.
- Improvements were seen as significant increases in average performance (scaled-scores), decreases in the number of students in the lowest performance level (Failing) and increases in the highest performance levels (Proficient and Advanced) during this three-year period.
- Improvements were seen across all grades and subject areas.
- There were no declines in performance at any grade or for any subject during this three-year interval.
- Compared with the State, BPS improved at a faster rate. However, given that BPS' average performance is predominantly low, much improvement remains to be achieved.

Next Steps

- Clearly, the MCAS data suggest that the efforts expended these past two years to improve student performance have yielded significant results, and the progress was encouraging. At the same time there is much work to be done before Boston's students will be ready to meet MCAS requirements for graduation.
- In light of the MCAS results, continued attention should be paid to alignment issues among the State Frameworks, BPS' curriculum and instruction.
- There is clearly a need for continued vigorous ongoing professional development on implementing the Citywide Learning Standards.
- More concretely, there is an urgent need for continued professional development concerning structuring daily work and assignments as well as end of unit tests, etc., to be comparable in rigor to the MCAS. Released MCAS items should be used again this year for this training. It should be noted that this is not the same thing as "teaching to the test." It is teaching to the *standards*, and preparing students for an appropriately rigorous *assessment* of the degree of their mastery of those standards.
- Extra support, in the form of the Transition Program with its after school and summer components as well as improved daily teaching and learning, is especially needed for students who are likely to be at risk of failing the MCAS. This is especially true for those in the class of 2003 who will be in danger of failing to graduate.
- New ways to communicate with parents must be found so that they clearly understand the importance of students' daily school attendance, participation in after school and summer school programs, regular completion of homework and how they can support their children's learning process effectively.
- Schools need to take account of their MCAS results, particularly the item analyses, to inform their planning for improvement.

Appendices
MCAS Data for Individual Boston Public Schools
1998 and 2000

Appendix A:
Percentages of Students
in Each Performance Level
1998 through 2000

MCAS English Language Arts Results by School (1998, 1999, and 2000)
Percentages of Students in Each Performance Level
Grade 4

Schools	Cluster	English Language Arts											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
<i>State Total</i>		<i>15</i>	<i>66</i>	<i>19</i>	<i>1</i>	<i>12</i>	<i>67</i>	<i>21</i>	<i>0</i>	<i>13</i>	<i>67</i>	<i>19</i>	<i>1</i>
<i>BPS Total</i>		<i>40</i>	<i>56</i>	<i>4</i>	<i>0</i>	<i>32</i>	<i>62</i>	<i>5</i>	<i>0</i>	<i>34</i>	<i>60</i>	<i>6</i>	<i>0</i>
Adams	1	50	47	3	0	43	57	0	0	35	65	0	0
Agassiz	6	46	54	0	0	32	65	3	0	53	46	1	0
Alighieri	1	57	43	0	0	4	96	0	0	21	79	0	0
Baldwin	5	31	69	0	0	27	68	5	0	21	75	4	0
Bates	8	31	62	7	0	30	65	6	0	31	57	12	0
Beethoven	8			*		15	78	7	0	30	70	0	0
Blackstone	2	63	37	0	0	68	32	0	0	63	37	0	0
Bradley	1	17	62	21	0	12	73	16	0	8	69	22	2
Channing	9	34	58	8	0	17	72	10	0	26	60	14	0
Chittick	9	47	51	2	0	34	64	2	0	41	58	2	0
Clap	3	32	68	0	0	42	58	0	0	50	50	0	0
Condon	3	44	56	0	0	31	63	7	0	31	68	1	0
Conley	8	39	58	3	0	29	65	6	0	63	37	0	0
Curley, J.	6	43	54	4	0	32	68	0	0	25	65	10	0
Dever	3	28	70	2	0	33	62	6	0	35	64	1	0
Dickerman	7	38	62	0	0	58	39	3	0	43	53	5	0
Eliot	2	71	29	0	0	72	28	0	0	51	40	9	0
Ellis	6	41	52	7	0	53	39	8	0	40	58	3	0
Emerson	2	38	59	3	0	26	74	0	0			**	
Endicott	10	48	50	2	0	50	50	0	0	48	52	0	0
Everett	3	20	69	10	2	19	81	0	0	15	71	12	2
Farragut	4	19	74	6	0	15	73	13	0	8	71	20	0
Fifield	10	34	64	2	0	67	33	0	0	36	58	6	0
Fuller	6	21	70	9	0	14	76	10	0	14	79	7	0
Gardner	5	45	54	2	0	9	77	12	2	29	67	4	0
Garfield	5	37	59	4	0	24	76	0	0	24	70	7	0
Greenwood, E.	9	57	42	1	0	33	67	0	0	43	57	0	0
Greenwood, S.	10	77	23	0	0	59	41	0	0	65	33	2	0
Grew	9	25	72	4	0	10	86	4	0	33	67	0	0
Guild	1	31	69	0	0	36	64	0	0	29	65	6	0
Hale	4	85	15	0	0	67	22	11	0	74	26	0	0
Haley	9	48	52	0	0	45	51	4	0	50	50	0	0
Hamilton	5	50	50	0	0	35	62	3	0	63	33	4	0
Harvard-Kent	1	54	46	0	0	37	63	0	0	41	59	0	0

MCAS English Language Arts Results by School (1998, 1999, and 2000)
Percentages of Students in Each Performance Level
Grade 4

Schools	Cluster	English Language Arts											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
<i>State Total</i>		15	66	19	1	12	67	21	0	13	67	19	1
<i>BPS Total</i>		40	56	4	0	32	62	5	0	34	60	6	0
Hennigan	6	32	61	7	0	43	40	16	1	32	52	16	0
Hernandez	6	40	53	7	0	25	70	5	0	23	64	14	0
Higginson	6	70	30	0	0	70	30	0	0	55	45	0	0
Holland	7	53	47	0	0	58	39	3	0	44	54	2	0
Holmes	10	56	44	0	0	32	65	3	0	31	67	2	0
Horace Mann	5			***				***				***	
Hurley	2	36	58	6	0	39	56	5	0	43	57	0	0
Jackson-Mann	5	25	62	11	2	13	74	13	0	38	52	9	2
Kennedy, J.	6	51	49	0	0	27	70	3	0	29	71	0	0
Kennedy, P.	1	23	74	2	0	17	78	5	0	8	86	6	0
Kenny	10	16	81	2	0	42	52	6	0	36	62	2	0
Kilmer	8	6	82	12	0	16	60	24	0	15	67	18	0
Lee	10	38	60	1	0	39	57	4	0	40	55	5	0
Lyndon	8	18	69	12	0	25	63	13	0	34	57	9	0
Lyon	2			***		0	86	14	0	8	83	8	0
Manning	6	48	52	0	0	43	50	7	0	55	45	0	0
Marshall	7	41	59	0	0	34	65	1	0	27	72	1	0
Mason	2	30	70	0	0	4	93	4	0	15	81	4	0
Mather	7	58	42	0	0	31	64	4	1	28	68	4	0
Mattahunt	9	50	50	1	0	45	53	2	0	53	46	1	0
McKay	1	27	70	3	0	46	54	0	0	54	46	0	0
McKinley Elem.	2	79	21	0	0	80	20	0	0	72	28	0	0
Mendell	6	54	46	0	0	18	75	7	0	44	56	0	0
Mission Hill	4			***		13	56	31	0	13	70	17	0
Mozart	8	22	70	4	4	5	90	5	0	4	75	21	0
Murphy	10	37	50	12	1	27	62	11	0	15	67	18	0
O'Donnell	1	34	66	0	0	15	75	10	0	13	76	7	4
O'Hearn	10	14	68	14	5	13	70	17	0	0	89	11	0
Ohrenberger	8	36	62	2	0	20	79	1	0	36	54	9	1
Otis	1	43	57	0	0	23	78	0	0	17	79	4	0
Perkins	3	33	50	17	0	18	79	4	0	21	72	8	0
Perry	3	59	41	0	0	32	64	4	0	21	79	0	0
Philbrick	8	17	83	0	0	5	86	9	0	24	76	0	0
Quincy	2	18	59	21	2	14	68	16	2	6	71	22	1

MCAS English Language Arts Results by School (1998, 1999, and 2000)
Percentages of Students in Each Performance Level
Grade 4

Schools	Cluster	English Language Arts											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
<i>State Total</i>		15	66	19	1	12	67	21	0	13	67	19	1
<i>BPS Total</i>		40	56	4	0	32	62	5	0	34	60	6	0
Roosevelt	9	33	67	0	0	2	78	20	0	7	83	9	0
Russell	3	39	59	2	0	31	68	1	0	38	59	3	0
Shaw, P. A.	9	63	37	0	0	40	58	2	0	59	41	0	0
Stone	10	40	60	0	0	18	82	0	0	39	61	0	0
Sumner	8	32	65	3	0	40	58	2	0	46	53	1	0
Taylor	10	29	63	7	1	37	59	4	0	26	71	3	0
Tobin	4	33	67	0	0	36	64	0	0	52	48	0	0
Trotter	7	52	47	1	0	35	62	2	0	31	59	10	0
Tynan	3	54	46	0	0	25	72	2	0	35	59	6	0
Warren-Prescott	1	20	78	2	0	19	76	5	0	14	76	10	0
Winship	5	33	67	0	0	34	63	3	0	31	59	10	0
Winthrop	2	65	35	0	0	31	60	10	0	45	48	7	0
Young Achievers	9	27	70	3	0	50	50	0	0	40	53	7	0

* The English Language Arts long composition forms were never received by the State's testing vendor.

** No results were reported.

*** No results were reported because fewer than ten students were tested.

N/A - School had no students in the grade tested.

Note: L1: Failing

L2: Needs Improvement

L3: Proficient

L4: Advanced

MCAS Mathematics Results by School (1998, 1999, and 2000)
Percentages of Students in Each Performance Level
Grade 4

Schools	Cluster	Mathematics											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
State Total		23	44	23	11	19	44	24	12	18	42	28	12
BPS Total		57	34	6	2	44	42	11	4	46	40	11	3
Adams	1	67	31	3	0	46	44	9	0	48	44	6	2
Agassiz	6	58	40	3	0	32	47	20	2	60	34	6	0
Alighieri	1	70	30	0	0	41	48	7	4	47	47	5	0
Baldwin	5	35	58	8	0	32	32	27	9	18	43	32	7
Bates	8	44	36	15	5	44	37	15	4	40	35	22	4
Beethoven	8	43	54	0	3	13	42	32	13	22	59	16	3
Blackstone	2	71	26	3	0	71	28	2	0	66	26	7	1
Bradley	1	52	23	17	8	20	45	16	20	14	53	31	2
Channing	9	56	41	1	1	33	53	13	1	40	38	15	7
Chittick	9	77	23	0	0	58	40	2	0	60	34	6	0
Clap	3	60	36	4	0	39	58	3	0	42	50	8	0
Condon	3	56	38	6	0	49	34	13	5	40	45	11	3
Conley	8	47	50	3	0	49	41	5	5	60	40	0	0
Curley, J.	6	55	39	5	0	55	39	7	0	43	39	18	0
Dever	3	50	45	4	1	44	42	15	0	49	46	4	1
Dickerman	7	90	8	3	0	86	14	0	0	58	43	0	0
Eliot	2	93	7	0	0	81	15	2	2	67	22	11	0
Ellis	6	55	35	6	5	61	27	10	2	60	24	12	4
Emerson	2	48	48	3	0	21	57	21	0	37	51	12	0
Endicott	10	76	22	0	2	63	38	0	0	58	42	0	0
Everett	3	46	36	16	2	43	57	0	0	32	51	15	2
Farragut	4	40	40	13	6	17	59	20	5	26	46	18	10
Fifield	10	60	40	0	0	80	17	3	0	69	28	3	0
Fuller	6	19	53	23	5	48	48	5	0	32	42	26	0
Gardner	5	53	43	3	1	21	69	9	1	40	53	5	2
Garfield	5	50	43	7	0	22	73	5	0	33	48	20	0
Greenwood, E.	9	65	29	4	2	50	48	2	0	67	29	4	0
Greenwood, S.	10	94	6	0	0	69	31	0	0	66	32	2	0
Grew	9	66	30	4	0	38	48	8	6	49	47	4	0
Guild	1	49	43	6	3	54	28	13	5	41	31	22	6
Hale	4	96	4	0	0	78	22	0	0	87	13	0	0
Haley	9	62	38	0	0	57	37	4	2	64	32	2	2
Hamilton	5	58	42	0	0	38	47	12	3	67	30	0	4

MCAS Mathematics Results by School (1998, 1999, and 2000)
Percentages of Students in Each Performance Level
Grade 4

Schools	Cluster	Mathematics											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
<i>State Total</i>		23	44	23	11	19	44	24	12	18	42	28	12
<i>BPS Total</i>		57	34	6	2	44	42	11	4	46	40	11	3
Harvard-Kent	1	60	34	7	0	44	48	6	2	52	43	5	0
Hennigan	6	57	32	9	3	47	36	10	8	40	33	18	9
Hernandez	6	60	33	2	4	35	49	12	5	39	32	18	11
Higginson	6	67	30	3	0	100	0	0	0	76	24	0	0
Holland	7	73	23	3	0	58	34	6	1	59	35	5	1
Holmes	10	68	32	0	0	62	29	9	0	43	29	29	0
Horace Mann	5			***				***				***	
Hurley	2	66	26	6	2	60	36	2	2	62	33	5	0
Jackson-Mann	5	52	19	16	13	31	45	18	7	44	38	9	8
Kennedy, J.	6	65	33	1	0	44	46	9	1	58	42	0	0
Kennedy, P.	1	43	51	6	0	34	51	12	2	29	55	12	4
Kenny	10	74	26	0	0	30	58	12	0	69	29	2	0
Kilmer	8	38	47	15	0	24	36	32	8	18	62	10	10
Lee	10	59	35	5	1	61	31	6	2	63	28	9	0
Lyndon	8	29	41	14	16	35	38	15	12	33	46	14	7
Lyon	2			***		0	36	50	14	0	42	42	17
Manning	6	43	43	13	0	32	57	11	0	64	36	0	0
Marshall	7	50	46	4	0	35	58	7	0	36	59	5	0
Mason	2	44	52	4	0	11	67	15	7	33	52	11	4
Mather	7	64	33	3	0	32	48	16	4	36	47	16	0
Mattahunt	9	74	23	3	0	63	34	3	0	64	31	4	0
McKay	1	58	39	3	0	61	28	9	1	61	36	3	0
McKinley Elem.	2	93	7	0	0	91	9	0	0	80	20	0	0
Mendell	6	44	41	13	3	17	57	20	7	57	43	0	0
Mission Hill	4			***		13	75	13	0	0	57	43	0
Mozart	8	56	33	7	4	30	50	15	5	13	54	33	0
Murphy	10	54	26	12	8	30	44	17	9	27	43	21	9
O'Donnell	1	30	42	20	8	29	54	15	2	31	42	18	9
O'Hearn	10	32	41	14	14	22	39	30	9	21	58	21	0
Ohrenberger	8	59	40	1	0	37	53	9	1	36	46	14	5
Otis	1	71	28	2	0	52	35	13	0	22	60	15	4
Perkins	3	30	53	10	7	48	48	3	0	26	51	23	0
Perry	3	72	24	3	0	28	60	8	4	38	50	4	8

MCAS Mathematics Results by School (1998, 1999, and 2000)
Percentages of Students in Each Performance Level
Grade 4

Schools	Cluster	Mathematics											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
State Total		23	44	23	11	19	44	24	12	18	42	28	12
BPS Total		57	34	6	2	44	42	11	4	46	40	11	3
Philbrick	8	39	57	4	0	32	55	14	0	29	59	6	6
Quincy	2	25	32	25	19	15	37	28	19	12	46	31	10
Roosevelt	9	65	33	2	0	2	45	43	10	30	48	13	9
Russell	3	61	36	2	2	45	51	4	0	43	50	7	0
Shaw, P. A.	9	88	12	0	0	78	19	4	0	73	25	2	0
Stone	10	63	35	2	0	54	43	3	0	61	39	0	0
Sumner	8	53	39	8	0	54	38	6	1	58	31	10	1
Taylor	10	59	34	6	1	59	29	12	0	53	38	7	2
Tobin	4	61	34	5	0	57	38	2	4	48	46	7	0
Trotter	7	54	41	4	1	57	38	2	3	50	36	10	4
Tynan	3	68	32	0	0	45	51	3	1	40	35	20	5
Warren-Prescott	1	27	45	22	6	16	57	16	11	6	36	34	25
Winship	5	66	32	3	0	39	45	13	3	55	41	3	0
Winthrop	2	73	19	5	3	40	48	5	7	52	38	3	7
Young Achievers	9	43	49	5	3	57	36	7	0	43	37	20	0

*** No results were reported because fewer than ten students were tested.

N/A - School had no students in the grade tested.

Note: L1: Failing

L2: Needs Improvement

L3: Proficient

L4: Advanced

MCAS Science & Technology Results by School (1998, 1999, and 2000)

Percentages of Students in Each Performance Level

Grade 4

Schools	Cluster	Science & Technology											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
<i>State Total</i>		12	40	42	6	9	36	46	10	8	30	51	11
<i>BPS Total</i>		44	44	11	1	30	50	18	2	30	45	22	2
Adams	1	33	56	11	0	28	52	20	0	17	56	27	0
Agassiz	6	38	55	8	0	28	58	14	0	46	39	15	0
Alighieri	1	100	0	0	0	22	59	19	0	21	53	26	0
Baldwin	5	15	62	23	0	27	32	36	5	4	52	33	11
Bates	8	33	48	19	0	26	31	39	4	29	30	36	5
Beethoven	8	30	65	5	0	18	42	38	2	22	48	27	3
Blackstone	2	66	33	1	0	62	34	4	0	54	42	4	0
Bradley	1	31	42	27	0	14	55	27	4	4	33	54	10
Channing	9	33	59	8	0	24	40	31	4	22	32	43	3
Chittick	9	60	37	2	0	34	53	13	0	29	60	11	0
Clap	3	40	52	8	0	23	65	13	0	46	33	21	0
Condon	3	36	53	11	0	28	54	15	3	21	57	20	3
Conley	8	39	53	8	0	43	49	8	0	46	49	6	0
Curley, J.	6	46	48	5	0	32	61	5	2	31	45	24	0
Dever	3	49	50	0	1	35	38	25	2	31	42	25	2
Dickerman	7	100	0	0	0	67	31	3	0	33	60	8	0
Eliot	2	79	21	0	0	68	19	13	0	42	33	25	0
Ellis	6	42	40	13	6	49	43	7	1	38	44	12	6
Emerson	2	33	67	0	0	2	71	26	0	35	49	14	2
Endicott	10	54	42	4	0	42	54	4	0	35	58	8	0
Everett	3	28	54	15	3	23	67	10	0	17	51	31	2
Farragut	4	26	49	26	0	7	49	39	5	15	51	31	3
Fifield	10	38	55	8	0	62	35	3	0	31	60	9	0
Fuller	6	19	47	33	2	14	48	33	5	19	48	26	6
Gardner	5	53	35	10	1	10	53	29	7	20	62	17	2
Garfield	5	30	41	26	2	7	75	18	0	7	54	39	0
Greenwood, E.	9	54	40	6	0	40	50	10	0	34	49	16	1
Greenwood, S.	10	77	23	0	0	53	42	5	0	57	37	6	0
Grew	9	34	51	15	0	10	56	34	0	35	55	10	0
Guild	1	34	46	20	0	31	64	5	0	22	38	38	3
Hale	4	89	11	0	0	56	39	6	0	71	29	0	0
Haley	9	65	31	4	0	45	43	12	0	46	44	8	2
Hamilton	5	63	29	8	0	26	50	24	0	56	22	19	4

MCAS Science & Technology Results by School (1998, 1999, and 2000)
Percentages of Students in Each Performance Level
Grade 4

Schools	Cluster	Science & Technology											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
<i>State Total</i>		12	40	42	6	9	36	46	10	8	30	51	11
<i>BPS Total</i>		44	44	11	1	30	50	18	2	30	45	22	2
Harvard-Kent	1	49	42	9	0	37	49	14	0	43	44	13	0
Hennigan	6	44	37	15	4	42	36	17	6	31	37	25	8
Hernandez	6	31	60	7	2	33	56	12	0	16	43	30	11
Higginson	6	67	24	9	0	65	30	5	0	38	57	5	0
Holland	7	59	37	3	0	44	51	5	0	41	46	13	0
Holmes	10	62	35	3	0	44	47	9	0	38	50	12	0
Horace Mann	5			***				***				***	
Hurley	2	42	46	12	0	40	47	14	0	47	43	10	0
Jackson-Mann	5	29	41	26	4	11	60	25	4	25	44	26	5
Kennedy, J.	6	44	46	10	0	38	47	14	0	40	48	11	1
Kennedy, P.	1	17	55	28	0	20	54	24	2	8	53	37	2
Kenny	10	56	44	0	0	42	52	6	0	42	47	11	0
Kilmer	8	29	47	21	3	16	40	40	4	8	46	46	0
Lee	10	45	42	13	0	34	50	15	1	34	53	11	2
Lyndon	8	27	43	27	4	23	52	22	3	23	37	34	6
Lyon	2			***		0	7	71	21	0	42	50	8
Manning	6	39	52	9	0	4	61	32	4	36	59	5	0
Marshall	7	31	61	8	0	19	66	15	0	26	62	13	0
Mason	2	41	52	7	0	7	44	44	4	22	52	26	0
Mather	7	66	33	1	0	23	54	19	3	27	48	23	1
Mattahunt	9	54	41	5	0	50	40	10	0	46	45	10	0
McKay	1	49	47	4	0	47	45	8	0	51	39	10	0
McKinley Elem.	2	79	18	4	0	87	4	9	0	70	26	4	0
Mendell	6	49	41	10	0	7	60	23	10	19	70	11	0
Mission Hill	4			***		44	31	19	6	0	45	45	10
Mozart	8	30	59	11	0	10	45	40	5	8	38	46	8
Murphy	10	40	42	17	1	24	51	23	2	14	46	37	4
O'Donnell	1	10	38	50	2	8	50	35	8	19	24	50	7
O'Hearn	10	23	50	23	5	17	39	35	9	16	26	58	0
Ohrenberger	8	38	54	8	0	20	68	11	0	27	39	30	5
Otis	1	55	38	7	0	31	50	19	0	16	67	16	0
Perkins	3	30	47	23	0	24	59	17	0	28	49	21	3
Perry	3	52	45	3	0	12	76	12	0	33	42	25	0

MCAS Science & Technology Results by School (1998, 1999, and 2000)
Percentages of Students in Each Performance Level
Grade 4

Schools	Cluster	Science & Technology											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
<i>State Total</i>		12	40	42	6	9	36	46	10	8	30	51	11
<i>BPS Total</i>		44	44	11	1	30	50	18	2	30	45	22	2
Philbrick	8	35	39	22	4	0	36	59	5	12	35	53	0
Quincy	2	16	31	43	10	6	45	43	7	10	33	46	11
Roosevelt	9	42	51	7	0	10	35	51	4	7	52	39	2
Russell	3	58	39	3	0	36	53	11	0	38	47	15	0
Shaw, P. A.	9	68	30	2	0	44	50	4	2	65	30	5	0
Stone	10	47	51	2	0	29	63	6	3	27	58	15	0
Sumner	8	43	43	14	0	33	58	10	0	36	39	24	1
Taylor	10	47	46	7	0	29	56	15	0	35	42	23	0
Tobin	4	52	45	2	0	27	57	16	0	39	54	7	0
Trotter	7	45	48	7	1	36	52	11	1	32	42	20	6
Tynan	3	48	48	3	0	38	53	9	0	31	25	44	0
Warren-Prescott	1	16	45	39	0	10	46	41	3	6	40	51	4
Winship	5	53	42	5	0	24	47	29	0	38	31	31	0
Winthrop	2	54	35	11	0	37	42	19	2	41	45	14	0
Young Achievers	9	32	57	8	3	39	46	14	0	30	53	10	7

*** No results were reported because fewer than ten students were tested.

N/A - School had no students in the grade tested.

Note: L1: Failing

L2: Needs Improvement

L3: Proficient

L4: Advanced

MCAS English Language Arts Results by School (1998, 1999, and 2000)

Percentages of Students in Each Performance Level

Grade 8

		English Language Arts											
Schools	Cluster	1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
State Total		14	31	52	3	13	31	53	3	11	27	57	5
BPS Total		32	37	29	1	27	39	33	1	27	37	34	2
Boston Latin Academy	4	3	23	74	0	0	8	89	2	0	8	88	4
Boston Latin School	7	1	4	86	10	0	2	92	6	1	2	77	20
Cleveland	7	49	38	12	0	36	50	14	0	53	35	12	0
Curley, M.	6	41	43	16	0	43	48	9	0	39	43	17	1
Dearborn	2	46	41	13	0	54	34	12	0	34	52	13	0
Edison	5	46	34	19	0	35	42	23	0	27	43	31	0
Edwards	1	46	46	8	0	23	49	28	0	35	50	15	0
Gavin	3	33	50	17	0	38	40	21	0	29	48	23	0
Greenwood, S.	10	17	51	31	0	22	63	15	0	7	67	27	0
Harbor	7			N/A				N/A		12	46	42	0
Hernandez	6	12	52	36	0	13	57	30	0	30	55	15	0
Horace Mann	5			*				*				*	
Irving	8	43	40	18	0	24	47	28	1	34	43	23	0
King	7	53	36	11	0	44	40	16	1	39	38	23	0
Lewenberg	9	33	45	22	0	45	43	12	0	38	45	17	0
Lewis	4	48	42	11	0	41	47	12	0	37	40	23	0
McCormack	3	28	44	28	1	32	49	19	0	32	45	23	0
McKay	1	39	42	18	0	35	47	18	0	3	36	61	0
McKinley Middle	2	67	29	4	0			*		86	14	0	0
McKinley Tech.	2	100	0	0	0	96	4	0	0	88	6	6	0
McKinley Voc.	2	91	9	0	0			*		100	0	0	0
O'Bryant	4	11	48	41	0	3	40	58	0	2	24	74	1
Rogers	9	41	45	14	0	15	48	38	0	18	39	43	1
Shaw, R.G.	8	37	53	9	1	23	48	28	0	22	55	23	0
Taft	5	35	45	21	0	27	39	34	0	25	42	32	1
Thompson	9	42	47	12	0	48	38	15	0	35	41	24	0
Timilty	4	29	43	28	0	13	53	33	0	15	40	45	1
Tobin	4	33	42	25	0	27	65	8	0	5	65	30	0
Umana/Barnes	1	45	36	19	0	40	43	17	0	36	41	23	0
Wheatley	2	47	43	10	0	46	42	11	0	33	50	17	0
Wilson	10	44	39	18	0	41	44	16	0	34	41	24	1

* No results were reported because fewer than ten students were tested.

N/A - School had no students in the grade tested.

Note: L1: Failing

L2: Needs Improvement

L3: Proficient

L4: Advanced

MCAS Mathematics Results by School (1998, 1999, and 2000)
Percentages of Students in Each Performance Level
Grade 8

Schools	Cluster	Mathematics											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
State Total		42	26	23	8	40	31	22	6	39	27	24	10
BPS Total		71	15	11	3	63	21	13	4	66	18	12	3
Boston Latin Academy	4	19	44	34	3	9	41	46	4	5	32	47	16
Boston Latin School	7	2	16	51	31	0	8	59	32	2	11	59	28
Cleveland	7	88	10	2	0	77	21	2	0	85	13	2	0
Curley, M.	6	90	8	2	0	84	13	2	0	91	7	2	0
Dearborn	2	89	8	3	0	89	9	1	0	93	6	1	0
Edison	5	84	11	4	1	82	13	4	1	70	21	9	1
Edwards	1	85	13	2	0	57	31	9	3	73	22	5	1
Gavin	3	88	10	2	0	86	14	0	0	88	11	1	0
Greenwood, S.	10	92	5	3	0	78	22	0	0	81	19	0	0
Harbor	7			N/A				N/A		67	31	2	0
Hernandez	6	88	12	0	0	65	30	4	0	65	35	0	0
Horace Mann	5			*				*				*	
Irving	8	79	12	8	2	66	24	8	1	76	13	10	1
King	7	92	8	0	0	83	13	4	0	78	18	4	0
Lewenberg	9	84	11	5	0	84	14	1	0	79	17	4	0
Lewis	4	96	2	2	0	92	7	1	0	84	15	2	0
McCormack	3	87	10	3	0	68	27	4	0	80	18	2	0
McKay	1	85	12	3	0	94	6	0	0	69	26	6	0
McKinley Middle	2	96	4	0	0	100	0	0	0	100	0	0	0
McKinley Tech.	2	100	0	0	0	100	0	0	0	100	0	0	0
McKinley Voc.	2	100	0	0	0	100	0	0	0	100	0	0	0
O'Bryant	4	44	38	15	3	18	51	30	2	21	54	23	2
Rogers	9	89	8	3	0	64	31	4	1	70	22	7	0
Shaw, R.G.	8	87	8	5	0	75	19	6	0	69	21	10	0
Taft	5	79	15	5	1	80	15	4	1	72	17	10	0
Thompson	9	82	15	4	0	81	17	2	0	84	14	2	0
Timilty	4	81	16	3	0	60	29	10	1	52	32	16	0
Tobin	4	63	38	0	0	46	50	4	0	81	19	0	0
Umana/Barnes	1	83	13	4	0	74	20	5	1	78	18	4	1
Wheatley	2	95	5	0	0	91	6	3	0	82	13	4	0
Wilson	10	79	15	5	0	77	19	3	0	83	16	1	0

* No results were reported because fewer than ten students were tested.

N/A - School had no students in the grade tested.

Note: L1: Failing

L2: Needs Improvement

L3: Proficient

L4: Advanced

MCAS Science & Technology Results by School (1998, 1999, and 2000)

Percentages of Students in Each Performance Level

Grade 8

Schools	Cluster	Science & Technology											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
State Total		41	31	26	2	45	27	23	5	37	27	29	6
BPS Total		75	16	9	0	75	15	8	1	70	17	11	2
Boston Latin Academy	4	29	47	24	0	25	50	24	2	6	35	50	9
Boston Latin School	7	9	35	55	1	8	31	54	8	5	27	53	15
Cleveland	7	91	7	2	0	92	7	1	0	90	9	1	0
Curley, M.	6	88	11	1	0	92	7	0	0	89	9	3	0
Dearborn	2	90	10	0	0	96	4	0	0	92	6	2	0
Edison	5	88	10	3	0	85	14	1	0	82	15	3	0
Edwards	1	86	11	3	0	67	28	5	1	81	15	4	0
Gavin	3	90	9	1	0	90	9	1	0	92	8	0	0
Greenwood, S.	10	87	13	0	0	89	11	0	0	89	11	0	0
Harbor	7			N/A				N/A		74	19	7	0
Hernandez	6	92	4	4	0	87	13	0	0	85	15	0	0
Horace Mann	5			*				*				*	
Irving	8	83	14	3	0	83	13	3	1	76	17	8	0
King	7	89	11	0	0	89	9	2	0	77	16	6	1
Lewenberg	9	88	9	3	0	91	7	1	0	87	12	1	0
Lewis	4	88	11	1	0	95	5	0	0	88	10	2	0
McCormack	3	86	12	3	0	89	10	1	0	85	13	2	0
McKay	1	88	12	0	0	97	3	0	0	68	28	5	0
McKinley Middle	2	96	0	4	0	100	0	0	0	100	0	0	0
McKinley Tech.	2	100	0	0	0	100	0	0	0	100	0	0	0
McKinley Voc.	2	100	0	0	0	100	0	0	0	100	0	0	0
O'Bryant	4	67	27	6	0	43	42	15	1	46	35	18	1
Rogers	9	86	12	2	0	89	10	2	0	81	16	3	0
Shaw, R.G.	8	86	12	2	0	83	13	4	0	67	27	5	1
Taft	5	81	15	4	0	89	7	4	0	75	19	5	1
Thompson	9	92	7	1	0	96	4	0	0	85	14	1	0
Timilty	4	87	10	4	0	84	14	2	0	62	28	10	0
Tobin	4	92	8	0	0	96	4	0	0	95	5	0	0
Umana/Barnes	1	87	11	3	0	89	9	3	0	78	15	6	0
Wheatley	2	100	0	0	0	92	6	2	0	86	12	2	0
Wilson	10	91	8	1	0	91	8	1	0	89	7	4	0

* No results were reported because fewer than ten students were tested.

N/A - School had no students in the grade tested.

Note: L1: Failing
 L2: Needs Improvement
 L3: Proficient
 L4: Advanced

MCAS History & Social Science Results by School (1999 and 2000)
Percentages of Students in Each Performance Level
Grade 8

Schools	Cluster	History & Social Science							
		1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
<i>State Total</i>		49	40	10	1	45	45	10	1
<i>BPS Total</i>		73	22	5	0	72	22	5	1
Boston Latin Academy	4	19	69	12	0	12	66	20	1
Boston Latin School	7	6	56	36	2	2	46	46	6
Cleveland	7	88	12	0	0	91	9	0	0
Curley, M.	6	87	13	0	0	90	9	1	1
Dearborn	2	78	22	0	0	86	14	1	0
Edison	5	87	13	1	0	88	12	0	0
Edwards	1	83	17	1	0	90	10	0	0
Gavin	3	84	14	1	0	85	15	0	0
Greenwood, S.	10	78	22	0	0	92	8	0	0
Harbor	7			N/A		69	31	0	0
Hernandez	6	87	13	0	0	95	5	0	0
Horace Mann	5			*				*	
Irving	8	83	15	2	0	78	22	0	0
King	7	93	6	1	0	84	16	1	0
Lewenberg	9	92	8	0	0	92	8	0	0
Lewis	4	96	4	0	0	82	18	0	0
McCormack	3	89	11	0	0	84	15	1	0
McKay	1	100	0	0	0	78	23	0	0
McKinley Middle	2	100	0	0	0	100	0	0	0
McKinley Tech.	2	100	0	0	0	100	0	0	0
McKinley Voc.	2	100	0	0	0	100	0	0	0
O'Bryant	4	44	48	9	0	33	61	6	0
Rogers	9	79	20	2	0	78	21	1	0
Shaw, R.G.	8	84	15	1	0	88	12	0	0
Taft	5	85	15	0	0	74	24	1	0
Thompson	9	96	4	0	0	85	15	0	0
Timilty	4	74	26	0	0	69	31	0	0
Tobin	4	92	8	0	0	95	5	0	0
Umana/Barnes	1	92	8	0	0	88	12	0	0
Wheatley	2	90	10	0	0	84	16	0	0
Wilson	10	94	6	0	0	87	12	1	0

Note: History & Social Science test was first given in 1999.

* No results were reported because fewer than ten students were tested.

N/A - School had no students in the grade tested.

Note: L1: Failing

L2: Needs Improvement

L3: Proficient

L4: Advanced

MCAS English Language Arts Results by School (1998, 1999, and 2000)
Percentages of Students in Each Performance Level
Grade 10

		English Language Arts											
Schools	Cluster	1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
<i>State Total</i>		28	34	33	5	32	34	30	4	34	30	29	7
<i>BPS Total</i>		57	24	17	1	55	26	17	2	56	22	18	4
ACC	5			N/A				N/A				N/A	
Boston Arts Academy	7			N/A		64	26	11	0	47	31	21	1
Boston High	2	71	24	5	1	79	19	2	1	70	22	7	1
Boston Latin Academy	4	6	38	55	2	9	35	53	3	3	32	56	9
Boston Latin School	7	1	13	76	10	2	14	73	12	1	9	66	24
Brighton	5	77	22	0	0	59	36	5	0	68	25	7	0
Burke	7	90	9	1	0	72	24	4	0	63	28	9	0
Carter	2			N/A				N/A				N/A	
Charlestown	1	77	21	3	0	71	27	1	0	84	15	1	0
Dorchester	10	74	22	4	0	88	11	1	0	82	17	1	1
East Boston	1	64	28	8	0	55	38	7	0	67	21	12	0
English	6	82	16	1	0	81	18	1	0	80	16	4	0
Evening Academy	2	72	24	3	0	85	10	5	0			****	
Fenway	7			**		57	31	12	0	60	34	5	0
Greater Egleston	6	97	3	0	0	93	7	0	0			N/A	
Health Careers	2			***		40	49	12	0			****	
Horace Mann	5	100	0	0	0			*				*	
Hyde Park	9	85	14	1	0	85	14	1	0	80	16	4	0
Madison Park	4	85	14	1	0	83	17	1	0	88	10	2	0
McKinley Tech.	2	100	0	0	0	80	10	10	0	94	7	0	0
McKinley Voc.	2	100	0	0	0	100	0	0	0	100	0	0	0
New Mission	4	68	21	11	0	69	31	0	0	78	16	5	0
O'Bryant	4	19	58	23	0	19	56	25	0	19	50	29	2
Snowden	2	75	23	2	0	49	47	3	1	49	43	9	0
South Boston	3	78	18	4	0	81	16	2	0	82	16	2	0
West Roxbury	8	60	37	3	0	72	27	2	0	70	24	7	0

* No results were reported because fewer than ten students were tested.

** The Fenway returned the test booklets in separated, unscannable conditions. The booklets were returned to the school to be fixed. They were sent back by regular mail and were never received by the State's testing vendor.

*** Data were included in Dorchester and Boston High.

**** Data not available, Horace Mann Charter School.

N/A - School had no students in the grade tested.

Note: L1: Failing

L2: Needs Improvement

L3: Proficient

L4: Advanced

MCAS Mathematics Results by School (1998, 1999, and 2000)
Percentages of Students in Each Performance Level
Grade 10

Schools	Cluster	Mathematics											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
<i>State Total</i>		52	24	17	7	53	23	15	9	45	22	18	15
<i>BPS Total</i>		75	13	10	3	73	12	9	6	66	12	11	11
ACC	5			N/A				N/A				N/A	
Boston Arts Academy	7			N/A		84	13	4	0	78	9	8	5
Boston High	2	94	4	2	0	91	7	2	0	80	13	4	4
Boston Latin Academy	4	27	44	28	1	20	43	29	7	5	18	41	37
Boston Latin School	7	5	24	51	20	4	15	40	41	1	6	32	60
Brighton	5	96	4	0	0	90	8	2	0	87	8	4	0
Burke	7	93	7	0	0	87	9	4	1	78	13	6	3
Carter	2			N/A				N/A				N/A	
Charlestown	1	92	4	3	0	91	7	1	1	81	15	4	1
Dorchester	10	87	11	2	0	97	3	1	0	89	6	5	0
East Boston	1	90	10	0	0	91	9	0	0	82	13	4	1
English	6	96	4	0	0	94	6	0	0	87	10	3	1
Evening Academy	2	97	3	0	0	94	5	2	0			****	
Fenway	7			**		85	13	1	0	85	8	6	2
Greater Egleston	6	100	0	0	0	100	0	0	0			N/A	
Health Careers	2			***		67	28	5	0			****	
Horace Mann	5	100	0	0	0			*				*	
Hyde Park	9	97	2	1	0	94	6	0	0	96	4	0	0
Madison Park	4	97	2	1	0	98	2	0	0	97	2	0	0
McKinley Tech.	2	100	0	0	0	100	0	0	0	94	0	6	0
McKinley Voc.	2	100	0	0	0	100	0	0	0	100	0	0	0
New Mission	4	98	2	0	0	91	9	0	0	88	11	0	2
O'Bryant	4	43	42	14	1	35	39	21	5	25	33	25	17
Snowden	2	93	7	0	0	90	10	0	0	73	21	5	0
South Boston	3	92	7	1	0	94	5	1	0	78	17	4	0
West Roxbury	8	96	4	0	0	94	6	1	0	81	16	2	1

* No results were reported because fewer than ten students were tested.

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*** Data were included in Dorchester and Boston High.

**** Data not available, Horace Mann Charter School.

N/A - School had no students in the grade tested.

Note: L1: Failing

L2: Needs Improvement

L3: Proficient

L4: Advanced

MCAS Science & Technology Results by School (1998, 1999, and 2000)

Percentages of Students in Each Performance Level

Grade 10

Schools	Cluster	Science & Technology											
		1998				1999				2000			
		L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4	L 1	L 2	L 3	L 4
State Total		36	42	21	1	38	39	21	3	37	37	23	3
BPS Total		71	22	6	0	68	23	8	1	65	24	11	0
ACC	5			N/A				N/A				N/A	
Boston Arts Academy	7			N/A		81	18	1	0	89	8	1	1
Boston High	2	91	9	0	0	83	15	2	0	75	21	4	0
Boston Latin Academy	4	20	67	13	0	25	54	20	2	11	64	24	1
Boston Latin School	7	6	51	42	1	5	42	48	5	2	37	58	3
Brighton	5	91	9	0	0	85	14	1	0	86	13	1	0
Burke	7	94	6	0	0	85	14	1	0	74	23	3	0
Carter	2			N/A				N/A				N/A	
Charlestown	1	88	12	0	0	74	21	5	0	79	18	3	0
Dorchester	10	82	17	1	0	89	10	1	0	90	9	1	0
East Boston	1	81	19	0	0	78	22	0	0	78	20	2	0
English	6	89	11	0	0	94	6	0	0	85	13	2	0
Evening Academy	2	97	3	0	0	87	13	0	0			****	
Fenway	7			**		75	19	6	0	83	15	2	0
Greater Egleston	6	100	0	0	0	90	7	3	0			N/A	
Health Careers	2			***		63	33	5	0			****	
Horace Mann	5	100	0	0	0			*				*	
Hyde Park	9	89	11	0	0	90	10	0	0	93	7	0	0
Madison Park	4	96	4	0	0	95	5	0	0	92	8	0	0
McKinley Tech.	2	100	0	0	0	91	9	0	0	101	0	0	0
McKinley Voc.	2	100	0	0	0	100	0	0	0	100	0	0	0
New Mission	4	77	23	0	0	83	17	0	0	86	14	0	0
O'Bryant	4	42	53	5	0	43	50	7	0	33	52	14	0
Snowden	2	93	7	0	0	63	35	2	0	44	47	10	0
South Boston	3	87	12	1	0	85	15	0	0	84	16	0	0
West Roxbury	8	85	15	0	0	87	13	0	0	83	16	1	0

* No results were reported because fewer than ten students were tested.

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*** Data were included in Dorchester and Boston High.

**** Data not available, Horace Mann Charter School.

N/A - School had no students in the grade tested.

Note: L1: Failing

L2: Needs Improvement

L3: Proficient

L4: Advanced

Appendix B:
Scaled Score Reports by Subject Area
1998 through 2000

MCAS Tests of May 1998, May 1999, and May 2000
Scaled Score Report by Subject Area
Grade 4

Elementary Schools	Cluster	Eng Lang Arts			Mathematics			Sci & Tech		
		1998	1999	2000	1998	1999	2000	1998	1999	2000
<i>Statewide</i>		230	231	231	234	235	235	238	240	241
<i>BPS Systemwide</i>		222	224	224	219	223	223	223	226	228
Adams	1	220	221	222	217	222	221	224	226	229
Agassiz	6	219	224	218	218	227	217	222	226	223
Alighieri	1	219	227	225	216	223	221	200	228	229
Baldwin	5	222	225	228	223	232	237	231	231	240
Bates	8	224	225	225	225	225	226	226	232	232
Beethoven	8	*	228	223	223	236	228	224	233	231
Blackstone	2	217	211	217	216	215	217	216	217	218
Bradley	1	229	230	232	226	235	233	229	233	241
Channing	9	224	228	227	219	226	227	225	232	234
Chittick	9	220	222	222	215	219	218	219	225	224
Clap	3	222	221	220	217	222	220	223	226	225
Condon	3	220	224	223	219	224	225	223	226	229
Conley	8	221	223	219	219	222	214	223	222	222
Curley, J.	6	221	223	227	218	219	222	220	224	227
Dever	3	223	226	223	220	222	220	219	227	227
Dickerman	7	221	219	221	212	211	217	200	215	225
Eliot	2	213	214	220	206	211	217	211	214	226
Ellis	6	223	222	222	222	218	221	225	220	225
Emerson	2	222	225	**	221	228	223	223	233	227
Endicott	10	220	218	220	214	216	216	219	221	224
Everett	3	226	225	229	223	220	226	226	226	231
Farragut	4	228	230	232	226	232	230	229	237	232
Fifield	10	222	216	222	216	212	215	223	217	223
Fuller	6	227	228	226	231	222	228	231	235	233
Gardner	5	222	231	225	219	228	223	222	235	228
Garfield	5	221	224	225	220	225	225	229	230	235
Greenwood, E.	9	219	222	220	216	219	215	218	222	224
Greenwood, S.	10	213	217	217	207	213	215	210	219	218
Grew	9	224	226	222	217	225	220	225	232	224
Guild	1	223	223	226	221	222	227	226	223	234
Hale	4	214	221	216	207	211	211	213	219	216
Haley	9	218	220	219	216	217	216	219	222	221
Hamilton	5	219	223	216	216	224	215	217	228	222
Harvard-Kent	1	219	222	221	218	221	218	220	223	224
Hennigan	6	225	224	226	218	223	228	223	224	230

MCAS Tests of May 1998, May 1999, and May 2000
Scaled Score Report by Subject Area
Grade 4

Elementary Schools	Cluster	Eng Lang Arts			Mathematics			Sci & Tech		
		1998	1999	2000	1998	1999	2000	1998	1999	2000
<i>Statewide</i>		230	231	231	234	235	235	238	240	241
<i>BPS Systemwide</i>		222	224	224	219	223	223	223	226	228
Hernandez	6	222	224	228	220	226	230	224	225	236
Higginson	6	217	216	217	213	208	212	217	217	220
Holland	7	219	217	221	212	218	218	216	220	222
Holmes	10	219	221	223	214	219	224	218	222	224
Horace Mann	5	***	***	***	***	***	***	***	***	***
Hurley	2	223	222	220	217	218	216	223	223	221
Jackson-Mann	5	227	228	224	228	229	225	231	233	231
Kennedy, J.	6	220	223	222	215	222	216	221	223	222
Kennedy, P.	1	226	228	227	222	227	227	230	230	235
Kenny	10	224	223	222	213	224	216	217	222	221
Kilmer	8	230	233	229	226	234	231	230	233	236
Lee	10	222	223	222	219	219	218	224	225	225
Lyndon	8	228	227	225	233	229	227	231	229	232
Lyon	2	***	234	232	***	247	244	***	248	245
Manning	6	221	224	221	223	223	216	223	234	224
Marshall	7	221	223	223	220	223	222	226	228	226
Mason	2	222	229	226	221	231	225	223	236	231
Mather	7	218	224	224	216	227	226	216	227	228
Mattahunt	9	218	220	219	213	217	216	218	219	221
McKay	1	223	220	218	219	218	217	221	220	220
McKinley Elem.	2	221	211	213	207	209	210	210	210	217
Mendell	6	219	229	219	222	232	218	220	235	225
Mission Hill	4	***	232	230	***	229	237	***	223	239
Mozart	8	226	228	233	221	229	232	226	235	239
Murphy	10	224	226	230	223	229	231	223	228	235
O'Donnell	1	224	229	230	230	228	230	237	237	238
O'Hearn	10	230	229	231	230	235	230	230	237	240
Ohrenberger	8	223	226	224	219	225	225	223	227	230
Otis	1	219	223	228	215	223	228	218	227	229
Perkins	3	226	224	227	226	221	228	226	228	228
Perry	3	217	223	225	214	225	223	217	230	227
Philbrick	8	224	228	226	223	227	230	229	240	238
Quincy	2	231	231	233	236	239	237	239	240	240
Roosevelt	9	222	232	231	216	241	229	221	240	235
Russell	3	221	224	222	218	220	221	219	223	223

**MCAS Tests of May 1998, May 1999, and May 2000
Scaled Score Report by Subject Area
Grade 4**

Elementary Schools	Cluster	Eng Lang Arts			Mathematics			Sci & Tech		
		1998	1999	2000	1998	1999	2000	1998	1999	2000
<i>Statewide</i>		230	231	231	234	235	235	238	240	241
<i>BPS Systemwide</i>		222	224	224	219	223	223	223	226	228
Shaw, P. A.	9	217	222	217	209	215	213	213	221	217
Stone	10	221	225	221	217	219	216	222	226	225
Sumner	8	222	221	219	219	220	219	224	223	225
Taylor	10	225	223	224	219	219	219	222	225	226
Tobin	4	222	222	219	217	220	222	218	225	222
Trotter	7	220	222	225	218	219	223	222	224	228
Tynan	3	219	224	224	215	219	226	219	221	231
Warren-Prescott	1	225	226	229	230	234	245	233	236	240
Winship	5	222	223	224	215	225	220	221	230	228
Winthrop	2	217	225	223	215	225	221	220	226	223
Young Achievers	9	222	220	223	222	217	223	224	223	227

* The English Language Arts long composition forms were never received by the State's testing vendor.

** No results were reported.

*** No school reports were generated because fewer than ten students were tested.

N/A - School had no students in the grade tested.

MCAS Tests of May 1998, May 1999, and May 2000
Scaled Score Report by Subject Area
Grade 8

Middle Schools	Cluster	Eng Lang Arts			Mathematics			Sci & Tech			Hist & Soc Sci		
		1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
<i>Statewide</i>		237	238	240	227	226	228	225	224	228	**	221	221
<i>BPS Systemwide</i>		228	230	231	214	217	216	211	211	214	**	213	213
Boston Latin Academy	4	241	247	248	233	238	243	228	229	241	**	228	231
Boston Latin School	7	250	250	253	251	253	252	238	241	245	**	236	241
Cleveland	7	219	225	220	206	210	207	205	205	205	**	208	206
Curley, M.	6	222	222	225	206	208	206	207	205	207	**	209	207
Dearborn	2	221	220	224	206	206	205	205	203	205	**	211	208
Edison	5	223	225	229	207	208	213	206	207	208	**	208	208
Edwards	1	221	230	225	208	217	212	208	213	209	**	211	208
Gavin	3	225	225	228	206	207	207	207	205	206	**	210	209
Greenwood, S.	10	231	227	232	205	212	209	207	205	206	**	211	207
Harbor	7	N/A	N/A	235	N/A	N/A	213	N/A	N/A	213	**	N/A	213
Hernandez	6	232	232	226	208	218	213	209	207	209	**	211	207
Horace Mann	5	*	*	*	*	*	*	*	*	*	**	*	*
Irving	8	223	230	226	210	215	212	208	209	211	**	210	210
King	7	218	222	224	204	208	210	204	205	210	**	206	209
Lewenberg	9	225	221	224	209	208	209	207	205	206	**	207	205
Lewis	4	220	222	225	203	206	208	205	203	208	**	204	208
McCormack	3	228	226	227	207	213	209	207	206	208	**	208	208
McKay	1	224	225	239	208	205	214	206	202	215	**	205	211
McKinley Middle	2	213	*	206	202	202	200	203	200	202	**	200	201
McKinley Tech.	2	202	203	208	200	201	200	200	200	200	**	200	201
McKinley Voc.	2	205	*	201	201	201	200	200	201	202	**	201	200
O'Bryant	4	234	239	242	223	231	230	215	223	224	**	221	223
Rogers	9	223	232	234	206	214	213	206	206	210	**	212	211
Shaw, R.G.	8	223	228	229	208	212	213	207	209	214	**	211	208
Taft	5	225	230	229	211	210	213	208	207	210	**	209	212
Thompson	9	223	220	225	207	208	208	205	204	207	**	205	207
Timilty	4	228	233	235	209	217	221	208	209	216	**	213	214
Tobin	4	228	226	234	213	217	209	207	205	206	**	206	207
Umana/Barnes	1	221	223	226	208	210	210	206	206	210	**	206	207
Wheatley	2	221	222	226	203	206	208	202	204	207	**	207	208
Wilson	10	222	223	226	209	209	207	205	204	207	**	205	207

* No results were reported because fewer than ten students were tested.

** History and Social Science test was a tryout in 1998, no scores were reported.

N/A - School had no students in the grade tested.

MCAS Tests of May 1998, May 1999, and May 2000
Scaled Score Report by Subject Area
Grade 10

High Schools	Cluster	Eng Lang Arts			Mathematics			Sci & Tech		
		1998	1999	2000	1998	1999	2000	1998	1999	2000
<i>Statewide</i>		230	229	229	222	222	228	225	226	226
<i>BPS Systemwide</i>		218	219	220	211	213	218	213	214	215
ACC	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Boston Arts Academy	7	N/A	216	223	N/A	208	213	N/A	209	204
Boston High	2	211	210	212	203	204	210	206	209	212
Boston Latin Academy	4	239	238	243	229	233	251	227	228	233
Boston Latin School	7	248	248	252	246	253	261	236	240	242
Brighton	5	209	216	213	202	205	207	206	209	208
Burke	7	205	212	216	203	207	211	205	208	213
Carter	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Charlestown	1	209	212	208	205	205	209	207	212	210
Dorchester	10	210	206	208	206	203	205	209	207	207
East Boston	1	214	217	214	204	205	209	209	210	211
English	6	208	209	209	203	203	207	208	206	208
Evening Academy	2	212	208	N/A	203	203	N/A	203	206	****
Fenway	7	**	216	217	**	208	209	**	212	209
Greater Egleston	6	201	204	N/A	200	200	N/A	202	206	N/A
Health Careers	2	***	223	N/A	***	213	N/A	***	216	****
Horace Mann	5	200	*	*	200	*	*	206	*	*
Hyde Park	9	207	208	209	202	203	203	206	207	206
Madison Park	4	207	208	206	202	202	202	204	205	206
McKinley Tech.	2	200	208	202	200	202	205	201	205	204
McKinley Voc.	2	200	200	200	200	200	200	201	200	202
New Mission	4	215	211	210	203	204	205	210	210	208
O'Bryant	4	229	230	232	223	227	235	221	222	225
Snowden	2	211	218	219	203	206	212	205	215	221
South Boston	3	209	208	208	204	204	208	207	208	208
West Roxbury	8	215	212	212	203	204	209	208	208	209

* No results were reported because fewer than ten students were tested.

** The Fenway returned the test booklets in separated, unscannable conditions. The booklets were returned to the school to be fixed. They were sent back by regular mail and were never received by the State's testing vendor.

*** Data were included in Dorchester and Boston High.

**** Data not available, Horace Mann Charter School.

N/A - School had no students in the grade tested.

Appendix C:
Statewide Results 1998 to 2000 by
Grade and Subject Area

Statewide Results 1998 to 2000 by Grade and Subject Area

	Year	Scaled Score	Failing	Needs Improvement	Proficient	Advanced
GRADE 4 English Language Arts	2000	231	13%	67%	19%	1%
	1999	231	12%	67%	21%	0%
	1998	230	15%	66%	19%	1%
Mathematics	2000	235	18%	42%	28%	12%
	1999	235	19%	44%	24%	12%
	1998	234	23%	44%	23%	11%
Science/Technology	2000	241	8%	30%	51%	11%
	1999	240	9%	36%	46%	10%
	1998	238	12%	40%	42%	6%
GRADE 8 English Language Arts	2000	240	11%	27%	57%	5%
	1999	238	13%	31%	53%	3%
	1998	237	14%	31%	52%	3%
Mathematics	2000	228	39%	27%	24%	10%
	1999	226	40%	31%	22%	6%
	1998	227	42%	26%	23%	8%
Science/Technology	2000	228	37%	27%	29%	6%
	1999	224	45%	27%	23%	5%
	1998	225	41%	31%	26%	2%
History/Social Science	2000	221	45%	45%	10%	1%
	1999	221	49%	40%	10%	1%
	1998	-	-	-	-	-
GRADE 10 English Language Arts	2000	229	34%	30%	29%	7%
	1999	229	32%	34%	30%	4%
	1998	230	28%	34%	33%	5%
Mathematics	2000	228	45%	22%	18%	15%
	1999	222	53%	23%	15%	9%
	1998	222	52%	24%	17%	7%
Science/Technology	2000	226	37%	37%	23%	3%
	1999	226	38%	39%	21%	3%
	1998	225	36%	42%	21%	1%

Source: Spring 2000 MCAS Tests: Report of State Results November 2000 (from Tables #1, #2, and #3)

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